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| **First Colonial High School Learning Plan Template** | | | | |
| **Teacher:** | | | **Date:** | |
| **Unit One: Colonization and Conquest – “Our License to Make Habitation”** | | | | |
| **Class: US-VA History** | | | | |
| **Materials: Promethean Board Textbooks Colored Pencils Video/DVD Highlighters**  **Post-it notes Art Supplies Maps/Atlases BYOD** | | | | |
|  | | **Objectives**: What the students should be able to do, understand, and care about as a result of the teaching?  **11.1.1  Describe the physical environment of North America.  ﴾VUS.1, VUS.2﴿**  Bodies of Water                         Physical Features               Atlantic Ocean  Appalachian Mountains            Hudson River                      Rocky Mountains  James River                              Great Plains              Mississippi River  Ohio River            ­  Gulf of Mexico  **11.1.2  Describe the positive and negative effects of cultural interaction between European and American Indian cultures.**  **﴾VUS.2﴿**  Positive effects ­ exchange of new livestock and crops ﴾Columbian Exchange﴿ ­French traders' relationships with American Indians Negative effects ­ diseases ­conflict over land use, ownership ﴾especially English in  North America and Spanish in  South/Central American and the Caribbean﴿ ­ decline of native populations/cultures.  **11.1.3  Describe the political, economic, and social characteristics of the New England colonies.  ﴾VUS.2, VUS.3﴿**  *Political*: Formed “covenant communities” based on Mayflower Compact practiced "Athenian" direct democracy through town meetings *Economic*: Sought economic opportunity Economy based on shipbuilding, fishing, lumbering, small­scale subsistence farming, and manufacturing Puritan ethic of hard work and thrift *Social:* Settled by Puritans seeking freedom from religious persecution Puritans often intolerant of other beliefs ﴾Rhode Island founded by religious dissenters﴿ Social status based on religious standing. Beginnings of public education ﴾everyone should read the Bible﴿  **11.1.4  Describe the political, economic, and social characteristics of the Middle**  **﴾Middle Atlantic﴿ Colonies.  ﴾VUS.2, VUS.3﴿** Political: William Penn’s “Holy Experiment” ­ land and voting rights, ­ religious freedom, ­ representative assembly. *Economic:* Economic opportunity Economy based on shipbuilding, small ­scale farming, Growth of commercial/shipping centers ﴾New York, Philadelphia, And Baltimore﴿, Strong middle class of skilled artisans, business owners, and small farmers Social Settled by English, Dutch, and German­-speaking immigrants Multiple religious groups mean more religious tolerance New York Huguenots, Jews New Jersey Presbyterians Pennsylvania Quakers. More flexible social structure than other regions.  **11.1.5  Describe the political, economic, and social characteristics of the Southern Colonies.  ﴾VUS.2, VUS.3﴿** *Political*: First representative assembly in Virginia, House of Burgesses ﴾now part of the Virginia General Assembly﴿; Large landowners dominated government Virginia Charters ﴾permission from King of England to establish colonies﴿; *Economic*: Economic opportunity ﴾Virginia founded by Virginia Company of London﴿ Plantation agriculture in eastern coastal lowlands ﴾Tidewater﴿ produced “cash crops” of tobacco, rice and indigo for export Small scale subsistence farming, hunting, and trading in Appalachian foothills Social English nobility ﴾Virginia “Cavaliers”﴿ received large land grants from the king Poorer English and ScotsIrish settlers were small farmers, artisans who settled in Shenandoah Valley Indentured servants Growth of plantation agriculture requires large scale labor; filled by slaves ﴾Middle Passage﴿ Social status based on family status and land ownership Close ties to Church of England Private tutors for wealthy  **11.1.6  Compare democratic and undemocratic practices in colonial America.  ﴾VUS.2, VUS.3﴿**  Democratic practices  ­   Mayflower Compact ­   New England town meetings ­  House of Burgesses ­   Maryland Act of Toleration ­colonial charters ­  Great Awakening             growth of different religions ﴾e.g., Methodist, Baptists﴿   challenges established religions precedent of challenging authority  Undemocratic practices ­ slavery ﴾Middle Passage﴿    property and religious qualifications for voting ­ religious intolerance    treatment of dissenters ﴾e.g.,  Anne Hutchinson, Roger  Williams﴿ | | |
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| **Before** | **Learning Target** | As a result of the lesson, what do you want students to know and be able to do? | | |
| **Anticipatory Set – Hook to Activate Prior Knowledge and Relate.** | Map Bellringer Video Clips Discussion Questions Creative Thinking?  Reading Quizzes Digital Survey Brainstorming Activities Think-Pair-Share  Other: | | |
| **During** | **Teaching** | **Instructional Input-**  Direct Instruction/Lecture Reading Activities  Stations Kinesthetic Learning Video Viewing Guides  **Modeling-**  Teacher Directed Demonstrations  **Questioning Strategies-**  Informal Entrance Tickets Digital Activities  Exit Slips Socratic Seminar Value Judgments/Debates | | **Checking for Understanding:**  Bellringer Activity  Exit Slips  Question & Answer  Discussion  Presentations |
| **Guided Practice: Teacher monitored practice on the part of students.** | Teacher-led Peer Review Student-led  Worksheets Performance Task Presentations | | |
| **After** | **Closure: Review and Refocus on major points of emphasis to cue students that the end of class period is near.** | Exit Tickets Quizzes/Tests Presentations  Digital Survey Review Questions | | |
| **Independent**  **Practice – Homework, Classwork, Group Activities.** |  | | |
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| **Teacher Reflection** | | Data: What do formative assessments suggest about the success of the lesson?  **TalentEd Reflection**: As a result of the lesson, what did you want to students to know and be able to do?   1. How will you respond to or address the learners that mastered what you wanted students to know and be able to do at the end of the lesson? 2. How will you support the learners that did not master the objectives? | | |